

THE GAMECHANGER

LEADER'S MANUAL

VALUES
EDUCATION
CURRICULUM



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INTRODUCTION

Children and Youth who focus only on increasing their knowledge and developing their skills will not be prepared for a fulfilling life as adults. Life demands more than knowledge and skills. Athletes must respect each other's otherwise the Spirit of the game gets affected. Business professionals must operate ethically or they are at risk of losing their market credibility. Parents must model good values, or their children may take on values that do not serve them well. In addition to knowledge and skills, they need to cultivate good values. We see corruption, crime and injustice in the world because of a lack of sound values. Good values are the only solution to build a generation of leaders anchored onto right principles.

The GameChanger strives to impart value education in a manner that catches the interest of young people while at the same time making these values practical to learn, understand and implement.

This curriculum uses a technique called LEAD Learning

L – Learner based – Children learn differently. The activities cater to Visual, Auditory, Kinesthetic and Read write learners. In addition the children learn from each other through these activities.

The activities include: Video and Object lessons for Visual Learners; Experiential storytelling methods and Discussions for Auditory Learners; Games for Kinesthetic Learners; Quiz, Q&A, Competitive reasoning and Evaluation for Read write learners.

E – Experiential Learning – The activities are designed in such a way that the children hear, see, discuss, do and teach, making learning effective. As per Silberman 1996:

What I hear - I forget – There is 20% learning

What I hear, see - I remember a little – There is 50% learning

What I hear, see, discuss - I understand – There is 70 % learning

What I hear, see, discuss, do – I acquire knowledge and skill – There is 90% learning

What I hear, see, discuss, do, teach – I master – There is 100% learning

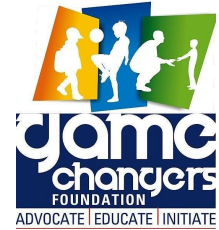
A – Applicable – The activities are based on real life experience which helps them to apply the values in their daily life.

D – Dynamic – The teaching is different from the usual lecture method. Learning styles of children vary from one child to the other and hence it is more child focused and activity based making the process of learning dynamic.

The values education curriculum **Leader's Manual** is designed for teachers and leaders to influence children and encourage them to cultivate character with lasting values.

The **Students Workbook** is designed to help children reflect and journal their learning.

The Content is available online for flexibility and bringing technology in use in changing times



GameChangers Foundation: Values in Young people, transformation in communities.

The Game Changers Foundation, established in the year 2015 and registered under the Indian Trusts Act is an initiative by a group of young Christian professionals for the purpose of Educating young people on Values, Advocating for children across layers of the society for their rights and safe social upbringing, Empowering and Equipping Leaders to be effective agents of change to bring about community transformation. At Game Changers Foundation we believe that every young person has the ability to be a game changer for self and for the community at large, to leave a legacy of influence for positive lifestyle transformation.

Value Education Curriculum – The GameChanger

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SELF CONTROL



SESSION OVERVIEW

Class	Session	Method	Activity	Timing
C1	S1	Game	Count the numbers	30min
		Fitness	Air Squat	30 min
	S2	Object Lesson	Controlled action	30min
		Case Study	The common ground	
C2	S3	Story	Achan	30min
	S4	Video	A lesson from the Angry Birds	30min

OUTCOME EXPECTED:

That the children may know the greatest victory one could achieve is overcoming self. The ability to show presence of mind, to gauge the consequence of one's action and thus to avoid situations that result in heartache, guilt, shame, etc. starts with self-control.

SESSION 1

DEFINITION

Self-control is the ability to control oneself, in particular one's emotions and desires, especially in difficult situations.

SESSION CHEER

(The facilitator says) Be quick to listen and slow to speak

(The children respond) Self Control is what we need! (Action: Holding their own palms.)

GAME:

Count the numbers

Timing: 20 Minutes

The objective of the game is for the class to be able to count from 1 to 100 without a number being said twice or by two or more people at the same time. If a number is being said twice, then the game starts all over again from the number 1.

Requirements:

There are no objects/material requirements for the game.

Game Instruction:

Invite the students to sit in a circle or rectangle with everyone facing outside; or you could just have them sit as they would in a class, whatever is convenient. However, there is more fun and learning when they sit in circle or rectangle.



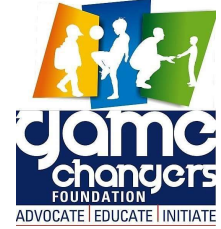
(Let us assume for ease and clarity of explanation, there are 50 students in the class)

Say to the students that they have to count from one to fifty. Each student can only say one number at a time (if Ramesh says 1 then he cannot say 2.) and will have to wait for someone else to say the next number before being eligible to say another number.

Anybody can say a number at random. If a student "A" shouts out a number, the person sitting to his/her left or right cannot say the next number.

If two or more people say a number together or at the same time then the game has to restart from the beginning.

If the same person says two sequential numbers then the game restarts again.



If there is a delay of more than 3 seconds in saying a number then the game restarts from the beginning.

You could have two or three rounds depending on the availability of time. Allow time in between rounds for the children to come up with a strategy to perform better.

This is a lot of fun to play, however it can get frustrating as the students are bound to make mistakes with the game restarting every time a mistake is made. Give time for the students to formulate a strategy to finish the count without a mistake.

Note the time taken to complete the task

The game will have moments where the students get irritated, angry, annoyed with each other because of the constant mistakes made. Note these instances as these are times when they do not show self-control.

During the debrief time point at these instances without naming the person, these are teachable moments. When the students do successfully count the numbers without a mistake there is great euphoria.

Reflection Question:

Timing: 5 Minutes

Allow the children time to process each question. Take a few answers from them after each question and note them down on the board. The idea is for children to understand the value of uniqueness through the answers they give.

1. What was the most challenging thing about this game?
2. Were there times in the game when you lost self-control? When were those moments you think you lost self-control?

Learning Point: (Message)

Timing: 5 Minutes

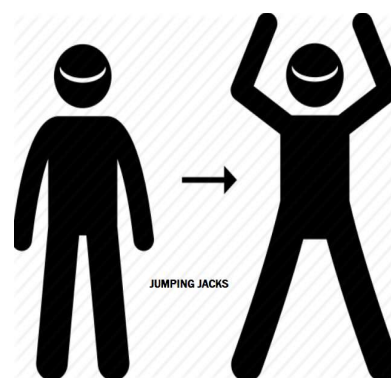
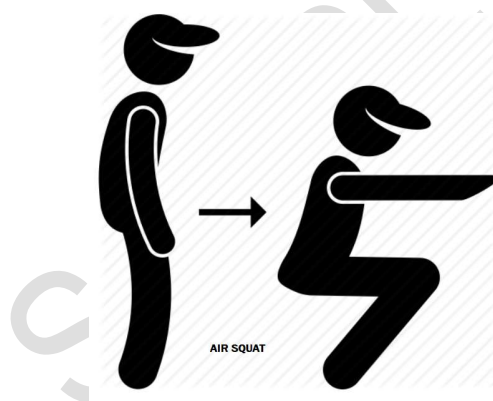
To react to situations is normal, however, there are always consequences to the kind of reactions we express. When we practice self-control in these moments, we will come out wise.

Just like beating the urge to copy, overcoming anger when someone teases you, conquering pressure from your friends to do something that could bring harm to self and others, defeating the temptation to watch filthy and bad channels on the internet, shrewdness in spending money and many more such situations are examples of practicing or showing self-control.

Self-control makes us better human beings. Self-control brings honor and wisdom.

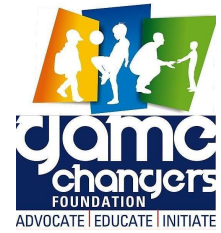
FITNESS

Theme	Self control
Skill – 5 minutes	Air Squat
Warm up – 5 minutes	20 jumping jacks
Workout of the Day – 10 minutes	In groups of three, hold each other’s hand in a circle stretch out and do- 3 rounds for time. 30 air squats 10 jumps together to the left (in a circle) 10 Jumps together to the right (In a circle) 10 Good mornings.
Cool down – 5 minutes	Static stretching
Big Question – 5 min	1. What are those things that you struggle to control about yourself? 2. How would you try to control it now?
Healthy Habit	No Sugar Day



Before starting the workout:

1. Make sure the children are in a space that helps them move unhindered, an open space is ideal.
2. The children need to be at the least 4-6 feet apart to facilitate unhindered movement.
3. Make sure to go through the workout movement video so as to know the standards and points of performance correctly to ensure safe and efficient movement and to teach the skill correctly.
4. You will need a Clock/watch with a stopwatch and/or timer.
5. Clearly state the theme for the workout.



While teaching the Skill, ensure the following steps are adhered to:

Step1: Name the Movement

Step 2: Name the standards for the movement.

Step 3: Show 3-5 good repetitions.

Step 4: Mention the points of performance

Step 5: Show 3-5 good repetitions

Step 6: Assignment (Ask the children to do the movement 3-5 times)

Step 7: Provide feedback (Make corrections if any of them are making mistakes or they are not moving efficiently or safely)

During WOD:

1. Go around the class encouraging and helping make corrections where necessary.
2. Make sure the clock is used effectively, this gives a sense of competition and helps children participate with enthusiasm.
3. Allow children time after the workout to make entries in the journal/workbook their accomplishment of the workout. this will help in monitoring improvements.

During Cool down:

1. Lead in stretching out the muscles.
2. Ensure children are seated in a relaxed space in groups of three, preferably on the ground.
3. Ask the big question and allow time for children to think and answer as groups.
4. Conclude with the learning point of the day.

CONCLUSION:

Timing: 5 Minutes

Break into small groups and have them explore the following questions:

Application Questions

- When do you most often lose self-control?
- What will you do this week to practice self-control in situations that you would otherwise lose control?

Listen to a couple of children give the answer following the small group time.

Conclude the session with the session cheer.

SESSION 2

OBJECT LESSON:

Controlled action

Timing: 15 Minutes

Requirements:

A wide mouth jar or glass, a tennis ball, a plastic bowl, a toilet paper roll (make sure the ball fits into the jar. If you feel daring, you could use a raw egg for more dramatic responses)

Instruction:

Place the jar on a table. Put the bowl on top of the jar. Place the toilet paper roll in the middle of the bowl. Place the tennis ball on top of the roll. This is a great physics experiment for teaching laws of motion. But we're going to use it for self-control

First try to hit the bowl with a little bit of force. **(With your hand about 12 inches from the bowl, slowly and lightly, move your hand to strike the bowl to the left (or right). The bowl should not move much. The ball might fall off though. But it isn't much fun to watch.)**

What happened? [Allow answers.]

(Don't really do this next part. Allow the children to imagine.) *What do you think would happen if I knocked the bowl REALLY, REALLY hard?* [Everything would go flying across the room.]

So, hitting the bowl with too little force, and hitting the bowl with too much force, will cause our experiment to not work correctly. I must knock the bowl with just the right amount of force. **(Knock the bowl out and the tennis ball should fall right into the jar.)**



Say: In order for the ball/egg to fall into the jar the bowl needed to be knocked off with just the right amount of force, we needed control. Too much force would cause the whole setup to topple and too little force would cause only the ball to fall but not into the jar.

This shows that when we do things with control the desired result can be obtained. Self-control helps keep things in control.

CASE STUDY

Timing: 15 Minutes

Follow link for Case Study: (Requires active internet connection)

[Case Study - The Common Ground](#)



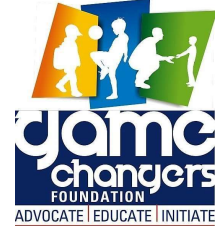
PDF of the case study is attached below for your reference



[Case Study_Self
Control.pdf](#)

CONCLUSION:

Have the children share some of their responses from the worksheet, especially the last question.



SESSION 3

STORY TIME:

Timing: 20 Minutes

Getting ready:

- Arrange the class room as an examination hall.
- Prepare a question paper with 5 general knowledge questions of your choice.
- Set up a tent in a corner of the room and keep in it the things that were stolen by Achan (cloth, Silver and Gold)
- . In the other side of the room, Pile up some paper stones.
- Inform your volunteer about his/her role to act as Achan

Supply List

- A4 size papers for the test - One or half a sheet per student
- Pens/Pencils for the written test – One per Student
- News Papers – To make many paper balls (at least one per student)
- Cellotapes – To make paper balls
- Tent – To make Achans Tent
- A shawl – To resemble the Babylonian cloth
- Gold – Coins or box can be wrapped in gold, to represent 50 gold shekals
- Silver - Coins or box can be wrapped in silver, to represent 50 Silver shekals
- Old Cloth or Big Garbage Bag – For Joshua to wear on him and tear it.
- Write the following names on small sheets of paper with numbers and place them in a small box (Judah, Zarhites, Zabdi, Achan). Give numbers to each sheet. 1 for Judah, 2 for Zarhites, 3 for Zabdi, 4 for Achan

Welcome

Greet the children outside the place where you have set up as examination hall.

Say: Welcome dear boys and girls! I am so glad you are here! Hope you are doing well. We are going to hear a story today that will help us understand the importance of Self Control.



The best part is, you won't just hear the story but you will experience it! Are you ready? Wonderful!

Before we get into the story, I have a surprise test for you. It is for 50 marks. All those who pass the test will get Rs.2000 as cash prize (or any attractive gifts). Let us enter the examination hall.

(Children enter the examination hall and question papers are given. The volunteer who acts as Achan can be seated amongst the other children and can also ask for answers for some of the questions from the other children. Once the children complete the test, the leader collects the answer paper)

Our story for today is about Joshua, the leader of the Israelites and about the battle of Ai. Joshua had won many battles against his enemies. Joshua sent men to spy the country of Ai and they came back with the report that Ai had very few people, so Joshua sent only a few of his soldiers to fight the battle of Ai with strict instructions that they need to have self-control and no one would bring back any spoils from the war as this would be a curse and could be a reason for them to lose the battle. (The Israelites had strict rules that needed to be followed for each war, breaking a rule would invite a curse on the entire country). They lost this battle! Let us find out why they lost the battle and what happened. Remember, we are learning about self-Control today.

The Volunteer who acts as Joshua enters tearing his cloth, falling to the earth on his face, putting dust on his head and crying "why have we lost the battle, why the men who went to fight the battle have been killed, what if the other nations hear of this and surround us and destroy us?"

Then the leader interviews Joshua

Leader – Joshua what happened? Why did you lose the battle?

Joshua (crying) – Israel has done a big mistake; they did not have self-control and have stolen the cursed thing that was not supposed to be taken. The curse will not leave us unless we destroy those stolen goods.

Leader – But how would you know who has done this wrong thing?

Joshua – I will bring them according to their tribes, according to their families and then clan by clan and then man by man. A thorough search will be made in each of these people's tents! and the one who has taken the cursed thing, will be stoned to death for bringing trouble on all Israel.

Leader – So let's start the investigation now.

(Let Joshua pick up the small sheets with the names you have written according to the numbers from 1 to 4. Pick tribe Judah, Clan Zarahites, Family of Zabdi and finally Achan (the volunteer who acts as Achan and is seated amongst the children, will stand up trembling with fear when his name is called out)

Joshua to Achan – Achan, please tell me what have you done, do not hide it from me.

Achan – When I saw a beautiful Babylonian cloth, 200 Shekals of Silver, 50 shekals of Gold wedge, I could not control myself and I coveted them and took them and hid them in the earth in the midst of my tent.



Ask one of the student to run to the tent of Achan that you have prepared and ask them to search for the hidden things and get it to Joshua.

Joshua to Achan – Why have you brought trouble on us? You will be in trouble today. Come with your family, cattle and everything that belongs to you to the valley (take the children to the other side of the room with pile of stones)

Joshua to Children – Let us stone this family to death. (Lead the children to throw the paper stones on Achan and his things)

(now let a volunteer enter with the results of the exam the children wrote in the beginning and a note from the board)

Read the note from the Board.

Say: All the children have been declared failed by the board as they found out that some of them copied. The rule of the Board is that even if one person misbehaves in the exam, the whole class will be punished. So, no one gets the Rs.2000 gift.

Discussion Question:

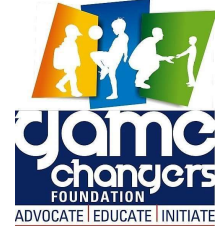
1. What wrong did Achan do?
2. What are some of the areas that requires self-Control in our lives?

Small Group Discussion Time:

Timing: 10 Minutes

This is the time in each lesson when children in small groups relate the story to their own lives. The questions below are a guide only to help draw out the main theme.

SELF CONTROL



Pair and share: *(Allow the students to share their experience with the one sitting next to them. Invite a couple of them to share their story)*

1. Think about a time when you have had someone mock, tease or irritate you, how did you react in those situations, how could you have shown self-control?
2. Think of something that you did in secret, that made you feel guilty? What will you do, to not do it again?
3. What are two things that you will do to show self-control in situations that challenge/tempt you?

Self-control helps us to in showing restraint when we are tempted, frustrated, angry, covet and many other testing situations.

Self-Control helps us to managing our reactions which would otherwise prove wrong or foolish.

CONCLUSION:

Do the session cheer once again.

Tips to be Self Controlled.

- Take captive every thought to God in prayer and ask his help (Bad action starts with bad thoughts)
- Run away from wrong things
- Chase after good things
- Tell Somebody – Don't keep secret
- Stay Focused

Remember, self-control in tempting situations is the best thing we can practice. Showing self-control increases our reputation, helps us make wise decisions and keeps us from trouble or from losing focus on our work.

SESSION 4

VIDEO:

Timing: 15 Minutes

Follow Link for Video and Worksheet (Requires active internet connection)

[A lesson from Angry Bird](#)



PDF of Worksheet for your reference:



Video - Self
Control.pdf

Application:

Timing: 10 Minutes

Divide the class into groups of five and facilitate discussions as each child in the group shares his/her experience with others in the group.

Ask few students to share what they have learnt through the video

CONCLUSION:

Timing: 5 Minutes

Make the *point* that the person who guard their mouth and controls their actions will certainly have a peaceful and blessed life. So, remember the Cheer:

(The facilitator says) **Be Quick to listen and slow to speak**

(The children respond) **Self Control is what we need!** (Action:Holding their own palms.)

SAMPLE CONTENT



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